

Texas Education Agency Standard Application System (SAS)

2017-2019 Expanding Access to Advanced Academics		
Program authority:	General Appropriations Act, Article III, Rider 8, 84 th Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	August 15, 2017, to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, June 27, 2017	<small>Place date stamp here.</small>
Submittal information:	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact information:	<p>Lauren Dwiggins, lauren.dwiggins@tea.texas.gov; (512) 463-8864</p>	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
ESC - Region 20	015950		
Vendor ID #	ESC Region #		
74-1587 4681	20		
Mailing address	City	State	ZIP Code
1314 Hines	San Antonio	TX	78208-1899

Primary Contact

First name	M.I.	Last name	Title
Ravae	V	Shaeffer	Coordinator
Telephone #	Email address		FAX #
210.370.5280	ravae.shaeffer@esc20.net		210.370.5755

Secondary Contact

First name	M.I.	Last name	Title
Tracy		Reinen	Counseling Specialist
Telephone #	Email address		FAX #
210.370.5730	tracy.reinen@esc20.net		210.503.6553

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jeff		Goldhorn	Executive Director
Telephone #	Email address		FAX #
210.370.5600	jeff.goldhorn@esc20.net		210.370.5750
Signature (blue ink preferred)			Date signed

Jeff Goldhorn

June 26, 2017

701-17-102-010

Only the legally responsible party may sign this application.

RFA #701-17-102; SAS #264-17

2017-2019 Expanding Access to Advanced Academics

2017-016532

Schedule #1—General Information

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Memorandum of Understanding	For applicants within Focus Area 2, a signed or draft Memorandum of Understanding (MOU) between participating entities, including program responsibilities and assurances must be attached. See Written Agreement Template for instructions.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the students will not be required to pay for Advanced Placement (AP) courses, with the exception of AP exams (funding may be used to assist students in paying for AP exam fees).
4.	The applicant provides assurance that the students will be provided the opportunity to take AP exam(s) for the courses taken.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 015950

Amendment # (for amendments only):

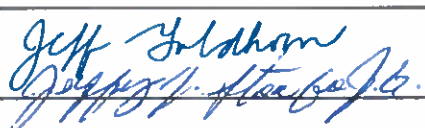
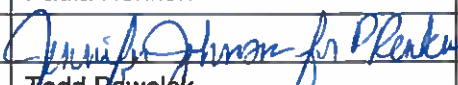

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	015950	Dr. Jeff Goldhorn	210.370.5600	\$53,051
	ESC - Region 20		jeff.goldhorn@esc20.net	
Member Districts				
2.	247904	Paula Renken	830.484.3330	\$23,475
	Poth ISD		prenken@pothisd.us	
3.	128904	Todd Pawelek	830.254.3551	\$23,474
	Falls City ISD		pawelekt@fcisd.net	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID:			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To achieve a common vision of enhanced college and career readiness of students in rural communities by expanding access to advanced academics, Education Service Center, Region 20 (ESC-20) will partner with Poth Independent School District (Poth ISD) and Falls City Independent School District (Falls City ISD) to establish a regional hub for advanced coursework (Focus Area 2). Through the initial implementation in Falls City ISD and the expansion in Poth ISD of Advanced Placement (AP) courses and corresponding exams, the opportunity to engage and achieve in rigorous AP coursework will increase by 350 percent for students in these communities. The chart below summarizes the Advanced Placement courses currently offered in each district and those that will be added if this application is funded. By the 2018-2019 school year, each district will offer **three of the four priority courses** in addition to AP Biology. Poth ISD will also strengthen their AP calculus program.

School Year	Poth ISD	Falls City ISD
2016-2017	AP Biology and AP Calculus	None
2017-2018	AP Biology and AP Calculus	AP Biology
2018-2019	AP Spanish Language and Culture, AP English Language and Composition, AP Government and Politics, AP Biology, and AP Calculus	AP Spanish Language and Culture, AP English Language and Composition, AP Government and Politics, and AP Biology

School District Teacher-Led Courses: Five of the AP classes that will be taught in 2018-2019 will be taught by teachers currently at Poth and Falls City ISDs who are enthusiastic about the opportunity to participate in training, mentoring, and peer collaboration to strengthen advanced academic programs for their students. The two Spanish teachers are currently teaching Pre-AP Spanish courses and will elevate their knowledge and skills to offer AP Spanish Language and Culture in 2018-2019 in addition to motivating and preparing their Pre-AP students to succeed in the new course. The current AP Biology and AP calculus teachers at Poth ISD have demonstrated success - three of her seven students in the current year biology course achieved scores on the AP exam that qualified for university-level credit. She will coach the Falls ISD teacher. AP Biology will be taught at Falls City ISD beginning in the 2017-2018 school year at the request of the teacher who is already engaged in training and will teach the course in a brand-new lab with all required lab materials. Each of the teachers will attend the College Board Summer Institutes for their courses, collaborate to design syllabi, and meet at least quarterly as part of a Professional Learning Community (PLC). Each new AP teacher will participate in the College Board mentoring program where they will be assigned a mentor who will share lesson plans, best practices, and test preparation resources, and provide support for any challenges the novice AP teachers may face. All AP teachers in the two districts will participate in the College Board Online AP community for their courses, expanding the available coaching and collaboration to a national network of practitioners.

Virtual Courses: Two of the courses, AP Government and Politics and AP English Language and Composition will be taught via the Texas Virtual School Network (TXVSN). District teachers will be assigned to mentor students in these courses and provide support in the form of monitoring online courses and student progress, providing tutoring and test preparation sessions, and working with students and parents to address any individual or roadblocks to achievement. Students who take these courses virtually will take the corresponding AP exams at their home schools.

Education Service Center Leadership: ESC-20 will provide leadership, management, and ongoing professional development and forums for collaboration for the participating districts through a multi-dimensional team consisting of the program specialist (Counseling Specialist), program manager (Coordinator III), curriculum and program support (Advanced Academics Educational Specialist) and instructional leadership (Component Director of Instructional Services). In addition, ESC-20 will leverage an **existing partnership with the College Board** to provide training to instructional leaders, teachers, and support staff at the two districts to create and sustain a college readiness culture and infrastructure. The ESC-20 team will meet with participating districts at least quarterly to review status in relation to program goals, plan, provide needed resources and support, and to provide opportunities for the districts to collaborate.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Prior to the release of this application, ESC-20 organized districts into geographical clusters. Instructional leaders of the districts in the cluster meet monthly to learn, plan, and collaborate. Poth ISD and Falls City ISD are both members of the "Floresville Cluster", named so due to the location of their meetings. This cluster consists of Floresville, Lavernia, Pleasanton, Jourdanton, Stockdale, Charlotte, and Poteet ISDs, in addition to Poth and Falls City. The sustainability of the regional hub proposed in this application will be strengthened as the additional members of this cluster are also provided training by the College Board and opportunities to learn from the Poth ISD, Falls City ISD, and ESC leaders implementing the grant program. In addition, the districts' AP coordinators and teachers will have opportunities to connect and share expertise to enhance the programs in all participating districts and build a support system/network to sustain and enhance AP programs.

Recruiting and Preparing Students and Engaging Parents: Recruitment for AP courses will begin with educating school and district leaders, teachers and support staff, and students and parents about the benefits of AP coursework. While the potential college credit to be earned is an obvious benefit, education efforts will also focus on the additional benefits of engaging in the rigorous coursework to prepare for acceptance into and a smooth transition from high school to college. This will include a conversation of current dual credit offerings and how the two complement each other. The College Board Director for State and District Partnerships will present to district and school staff and provide informational materials for parents and students. Districts will conduct parent and student meetings and counselors will meet one-on-one with students and parents to discuss how the courses fit into each student's individual high school and college plans.

Sustainability: The AP programs at Poth ISD and Falls City ISD will be sustained through the capacity built during the planning, training, and implementation periods of this grant including the infrastructure that is built by leadership to embed these advanced academic courses as a critical component of the districts' college and career readiness vision. The regional hub that is created will also serve to sustain the programs at the two districts involved and the surrounding rural districts. ESC-20 and the College Board will continue to provide support beyond the life of the grant and will apply what is learned from this project to assist the additional rural clusters in Region 20 in starting or expanding their programs. The professional networks in which the teachers engage during the grant period such as the College Board Online AP Community will provide ongoing support. Many of the training and instructional materials purchased with grant funds will not be consumable and will remain with the programs. Teachers who were mentored and coached during the grant period will be qualified to serve as mentors and coaches for their peers.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 84th Texas Legislature

Grant period: August 15, 2017, to May 31, 2019

Fund code/shared services arrangement code:
429/5842**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$47,234	\$0	\$47,234
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,700	\$0	\$30,700
Schedule #9	Supplies and Materials (6300)	6300	\$5,649	\$0	\$5,649
Schedule #10	Other Operating Costs (6400)	6400	\$10,600	\$0	\$10,600
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$	\$0	\$
5.817% <u>indirect costs</u> (see note):			N/A	\$5,817	\$5,817
Grand total of budgeted costs (add all entries in each column):			\$94,183	\$5,817	\$100,000

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0

Administrative Cost Calculation	
Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015950		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant		1	\$41,565
16 ESC coordinator/manager/supervisor			
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$41,565
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112	Substitute pay		\$
26 6119	Professional staff extra-duty pay		\$
27 6121	Support staff extra-duty pay		\$
28 6140	Employee benefits		\$5,669
29 61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs		\$5,669
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$47,234

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Course Tuition for Texas Virtual School Network (7 students x 4 courses x \$700)	\$19,600
2	College Board AP Exam Fees (Year 1 – 3 courses x 7 students x \$100 and Year 2 – 9 courses x 7 students x \$100)	\$8,400
3	College Board Mentor Program (3 teachers x \$900)	\$2,700
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$30,700
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$30,700

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$5,649
Grand total:		\$5,649

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$10,600
Grand total:		\$10,600

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 015950			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	38	29%	
Limited English proficient (LEP)	5	4%	
Disciplinary placements	10	0.8%	Disrict-wide data from 2014-2015
Attendance rate	NA	97%	
Annual dropout rate (Gr 9-12)	NA	0.6%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	5	16%	
6-10 Years Exp.	9	30%	
11-20 Years Exp.	8	27%	
20+ Years Exp.	8	27%	
No degree	0	0%	
Bachelor's Degree	25	83%	
Master's Degree	5	17%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
												65	64	129

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										7	7	8	8	30

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Poth ISD and Falls City ISD engage in a comprehensive needs assessment process each spring to identify existing gaps between campus and district improvement plan goals and performance objectives and analyze root causes to target the appropriate actions to close those gaps. Multiple stakeholders (teachers, administrators, support staff, parents, and community members) examine data and drill down to discover root causes led by the district and campus site-based decision making teams. Performance is compared to previous performance, like-districts, and state and national standards. Trend data is also examined, and needs are prioritized based on the extent of their impact on student success. Related to advanced academic access and college and career readiness, the following data are analyzed:

- Advanced courses offered.
- Opportunities for teachers to participate in professional development for advanced academic courses.
- Student performance on college readiness exams.
- Student participation in advanced courses.
- Student performance in advanced courses.
- Students accepted into colleges/universities.
- Success of students in colleges/universities.
- High School master schedule.
- Student, parent, and teacher attitudes/beliefs regarding college access.

In addition, ESC-20 examines regional and district needs in relation to advanced academics, AP programs, and college readiness. The College Board collaborated with ESC-20 this year to design and administer a survey to consortium members. In addition, the service center hosts an Advanced Academics/College Readiness Advisory Committee that meets on an ongoing basis to define district needs for products and services in these areas. This input is gathered from a larger group of stakeholders through a Google Survey on the College and Career Readiness Forum. Annually, ESC-20 conducts a region-wide Survey of Products and Services. Through the analysis of data collected in this multi-faceted approach, the unique challenges faced by rural districts in providing access to advanced academic courses were identified.

The needs assessment is not simply an event, but an ongoing process. Each quarter, stakeholders gather to examine progress toward goals and the effectiveness of the initiatives implemented to achieve them. These conversations result in refinements of plans including intervention, where an ongoing need is demonstrated.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Currently, Falls City ISD does not offer any AP courses, and Poth ISD offers only two.	Through a combination of teacher training, mentoring, and coaching and access to virtual courses, Falls City ISD will increase AP offerings to 4 courses and Poth ISD will increase AP offerings to 5 courses.
2.	Teachers in Falls City and Poth ISDs must travel to access AP training such as summer institutes and small school districts are challenged to fund teacher travel.	The grant program will fund registration and travel to AP Summer Institutes for all AP teachers. Counselors, administrators, and AP coordinators will attend College Board workshops tailored to their specific roles to support teachers through leadership of a comprehensive AP program. The regional hub, regional PLCs for AP teachers, College Board Mentoring Program, and the College Board Online AP Community will provide ongoing training and support for teachers without required travel.
3.	Small administrative and support staff teams at Falls City and Poth ISDs require each to play multiple roles, challenging them to sufficient, dedicated time to lead the development and initial implementation of an AP program.	The multi-faceted team at ESC-20 who will lead this grant program will provide expertise, management, coaching and forums for increased collaboration among districts who are geographically close to support administration and support staff. In addition, ESC-20 brings an existing partnership with the College Board.
4.	College Board training by the Director of State and District Partnerships is offered to Texas ISDs, but is difficult to secure for small numbers of participants. Competition for training directs priorities to settings where larger numbers of participants can be served.	The regional hub provides a large enough audience to secure training from the College Board Director. The existing partnership with ESC-20 provides access to resources such as materials for student recruitment and parent information sessions.
5.	Some students are intimidated by the fact that high exam scores are required to earn college credit in AP courses.	Tutoring sessions for exams will be held. Recruitment and informational sessions will focus on the benefits of engagement in a rigorous AP curriculum beyond test scores.

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Schedule #14—Management Plan

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Specialist	Master's degree. Texas teacher and counselor certification. Experience leading multi-faceted projects, training teachers, counselors, and administrators, meeting performance objectives, and producing deliverables on time. Experience with AP program.
2.	Project Manager	Master's degree. Experience managing grant programs and budgets. Experience leading multi-faceted projects, meeting performance objectives and producing deliverables on time.
3.	AP Coordinators	Master's degree. Texas teacher and counselor certification. Experience with advanced academic programs and commitment to attend College Board AP Coordinator Training.
4.	AP Teachers	Bachelor's degree. Texas teacher certificate in content area of AP course. Successful experience teaching rigorous content. Commitment to attend College Board AP Summer Institute. Commitment to participate in College Board AP Mentoring and Online AP Community.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase teacher-led AP courses to minimum of 2 in each district.	1. Hold information/recruitment sessions	01/15/2018	05/15/2018
		2. Build courses in master schedule	03/01/2018	05/30/2018
		3. Teachers attend AP Summer Institutes	06/01/2018	08/15/2018
		4. Teachers develop AP Syllabi	03/01/2018	07/18/2018
		5. Course orientation for students and parents	08/15/2018	08/21/2018
2.	Increase virtual AP courses to minimum of 2 in each district	1. Hold information/recruitment sessions	01/15/2018	05/15/2018
		2. Build courses in master schedule	03/01/2018	05/30/2018
		3. Identify teachers to mentor/tutor students in courses	03/01/2018	03/30/2018
		4. Enroll students in virtual courses	05/01/2018	08/15/2018
		5. Course orientation for students and parents	08/15/2018	08/30/2018
3.	Train administrators, counselors, coordinators, and teachers	1. AP Overview and program development training	09/01/2017	10/31/2017
		2. AP Counselor Training	09/01/2017	10/31/2018
		3. AP Coordinator Training	09/01/2017	10/31/2018
		4. AP Administrator Training	09/01/2017	10/31/2018
		5. Teachers join online community and mentor pgm	06/01/2018	05/31/2019
4.	Regional Hub/PLCs Created	1. Kick off quarterly meetings for instructional leaders	11/01/2017	11/30/2017
		2. Hold quarterly meetings for instructional leaders	01/05/2018	05/31/2019
		3. Kick off quarterly PLCs for AP teachers	03/01/2018	03/31/2018
		4. Hold quarterly PLCs for AP teachers	06/01/2018	05/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Support student success in AP courses	1. Purchase necessary materials for course success	06/01/2018	07/31/2018
		2. Schedule and hold tutoring and test prep sessions	09/30/2017	05/31/2019
		3. Hold student and parent conferences	10/01/2017	05/31/2109
		4. Administer exams	05/01/2018	05/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure continuous improvement, ESC-20 staff hold quarterly Division, Component, and Leadership Team Meetings. At each level, current projects and the data that tells the story about the success and challenges of those programs is shared, analyzed, and discussed. Plans and services are adjusted based on identified needs. Included in the data is feedback from the teams on the ground in the project to include administrators, support staff, teachers, students, and parents in participating districts.

ESC-20 holds monthly meetings with instructional leaders in geographical clusters, including the "Floresville Cluster" to which Poth ISD and Falls City ISD belong. At these meetings, updated information and plans are shared and supported by needed training. A focus of the meeting is also to obtain feedback from the districts to inform the continuous improvement process. Input from districts is also gathered through advisory committees, online forums, and surveys.

During the life of this grant, quarterly meetings will be held with the district staff involved at least quarterly to specifically monitor grant progress and adjust course as required to meet the program goals and objectives. The College Board Director of State and District Partnerships will engage in the process of continuous improvement with the districts and ESC-20 by sharing just-in-time best practices, training, and relevant data.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current partnership between ESC-20 and the College Board will continue and expand during the grant period and will provide ongoing support after the life of the grant. Currently, the College Board and ESC-20 have partnered to create a consortium of small districts in Region 20 to participate in the College Board's partnership for expanded PSAT testing and use of results to improve college readiness. This partnership includes financial assistance such as reduced cost/no cost exams for students and training for staff. The goal of this pilot is to extend it to additional rural districts. In addition, the existing geographical cluster meetings provide forums for continued collaboration and support. The ESC-20 Advanced Academic and Counseling Specialists will also incorporate support for continued implementation of the AP programs into their services.

Through the College Board AP mentoring program and Online AP Community and the regional hub PLCs, teachers will build collaborative relationships with colleagues that will last beyond the life of the grant. The teachers who participate in the mentoring program will be encouraged to become mentors to their peers, sustaining the benefits of that program. The training of administrators, counselors, and AP Coordinators will provide support to AP teachers and students as the advanced academics offerings becomes an integral part of the overall high school program and district academic goals. Training the entire high school faculty on the nature and benefits of an AP program enables support for students to extend beyond the walls of the AP courses in which they are scheduled and ensures the AP teachers are part of a schoolwide team, not working in isolation.

Coordinated funding will be used to maximize the efforts of grant funds. Funds such as the instructional materials allotment, local, and training reimbursements will support the common cost objective.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015950

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Collection and quarterly analysis of quantitative data	1.	Teachers attend all required trainings
		2.	Students enroll and remain enrolled in courses
		3.	Student participation and achievement on AP Exams
2.	Focus Groups	1.	Teacher training and support is sufficient to implement programs
		2.	Administrators explain defined plans to support and sustain the program
		3.	Students are benefitting from the program
3.	Interviews	1.	Teacher training and support is sufficient to implement programs
		2.	Administrators explain defined plans to support and sustain the program
		3.	Students are benefitting from the program
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ESC-20 Program Specialist will work with the instructional leaders of each district and the College Board Director of State and District Partnerships to collect and report the following data on a quarterly basis:

- Teacher attendance at and evaluation of training
- Student recruitment activities and parent information sessions held and number of participants
- Students enrolled in courses (number and demographic characteristics)
- Student results on AP exams
- Student attendance in AP courses
- Students grades in AP courses and impact of those grades on GPA
- Teacher perception of adequate training and support
- Student achievement in virtual courses vs. courses delivered by district teachers
- Student preparation activities held and number of participants
- Teacher, student, and parent perception of the quality and benefits of the program
- Perceived roadblocks to maximum benefit of program by teachers, students, and parents

Each quarter, data will be reviewed in project team meetings led by the ESC-20 Program Specialist in the participating school districts. Successes will be celebrated and needs identified from the data. Collaboratively, teams will create plans to address needs in a timely manner. Specific tasks to be completed will be delineated, responsibilities delegated to specific team members, and a timeline for action defined. The ESC-20 will monitor the completion of these tasks and assist as warranted.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 1: Clearly describe the applicant's vision for improving college and career readiness, through expanding advanced academics. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a region, ESC-20 and their member districts work together to build a community of understanding of College and Career Readiness and to coordinate innovative solutions. Through this process, a shared vision has been developed of preparing **World Ready Students** – students prepared for all career options after high school. As one activity toward achieving this vision, 34 Region 20 districts and ESC-20 are engaged in a **College Preparatory Course Partnership** with the University of Texas at San Antonio and the Alamo Colleges District to vertically align curriculum in mathematics and English from high school to college level courses. AP teachers in small, rural districts such as Poth and Falls City ISDs have a unique perspective on this task as they are concurrently teaching rigorous college level courses and high school courses. This serves as job-embedded professional development for them, enabling them to increase the rigor and tailor the content in their regular high school courses to prepare students for the rigor and content of the college curriculum. Students who benefit from the advanced academics courses taught by these teachers and those who benefit from the expertise and knowledge of these same teachers in regular high school teachers will be more prepared for college-level curriculum. In addition, these teachers will provide tremendous insight to inform the vertical alignment project to the advantage of the entire region.

Through the ESC-20 College and Career Readiness Cooperative, districts can strengthen or enhance the college and career readiness culture of their campuses and districts. ESC-20 provides support for campus and district leadership teams in reflecting on their college and career readiness profile and prioritizing goals to enhance the college and career readiness culture. As Poth and Falls City ISDs, along with their geographical partners engage in this process, the need for additional advanced academic courses – particularly AP courses – becomes apparent. Dual credit programs already exist at both districts, but the students who would benefit more from an AP program currently have few to no options. Addressing this is a priority for Poth and Falls City ISD to graduate **World Ready Students** who have a broader range of options for post-secondary institutions and a greater depth of learning than may be present with the current dual credit offerings.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2a: Describe in detail how the applicant will select AP course(s) that are valuable for students in their LEA/region (grounded in data that supports the decision). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AP Science, Technology, Engineering, and Math (STEM) Courses: Through their comprehensive needs assessment process, Poth and Falls City ISDs have discovered a significant number of their students are interested in pursuing education and careers in STEM fields. For example, two of the seven students who enrolled in AP Biology during the 2016-2017 school year at Poth ISD and received a score on their exam that earned university credit are pursuing a veterinary medicine program at Texas A&M University. To support this, AP Biology at both districts and AP Calculus at Poth ISD are the first AP courses to be initiated. Falls City has recently build a new school with state of the art science labs and equipment that will support the course. Both districts have teachers who are enthusiastic about teaching the courses and committed to ongoing professional development and collaboration. There is a 7-mile distance between Poth ISD and Falls City ISD, facilitating the collaboration between the novice AP Biology teacher at Falls City and the experienced and successful AP Biology teacher in Poth.

AP Spanish and Culture: Both Poth ISD and Falls City ISD had Spanish Pre-AP courses built into their master schedule for the 2017-2018 school year prior to the release of this application due to an interest from students and teachers in building advanced coursework in this subject. During the planning year of this grant, the Pre-AP course will enable students and teachers to engage in activities to prepare for the rigor of the AP Spanish and Culture course and exam that will be offered during the 2018-2019 school year. The College Board has defined this course as one of the AP courses in which students taking AP classes/exams for the first time and teachers/schools implementing an AP program for the first time are most likely to succeed.

Liberal Arts Courses: Writing skills are critical for student success in college, as are the related skills of analyzing content and supporting a thesis. Taking the AP English Language and Composition and the AP Government and Politics courses enables students to refine these skills to a level required for success in college. The College Board has also defined these courses as two of the AP courses in which students taking AP classes/exams for the first time and teachers/schools implementing an AP program for the first time are most likely to succeed.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2b: Describe in detail how the applicant will provide adequate space, instructional materials, and internet access (if utilizing online/blended learning) for AP courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The AP Biology course and the AP Calculus course are currently being taught at Poth ISD, and the space (including the biology lab) and materials have already been purchased and are in use. Funds are in the annual district budget to replace consumables and to update non-consumable materials as they age. Falls City ISD recently built a new school that is a state of the art facility, including the new science labs. The materials for the AP Biology course have already been purchased and funds are also in their budget to replace consumables and update non-consumables as they age.

Each of the school districts currently conducts online courses for dual credit in partnership with Coastal Bend College. Technology and space provided for these courses will be leveraged for the virtual AP courses that will be taught. The master schedule will be designed to ensure there is no conflict in time or space for both programs to be delivered effectively.

The AP Spanish courses will be taught by existing teachers in their classrooms that are already designed and equipped for Spanish language instruction. Materials required for the course, including textbooks and technology, will be purchased with a combination of Instructional Materials Allotment (IMA) funds and local funds. Because the demand for materials will be greatest during the start-up phase of these courses, grant funds will supplement the materials budget.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2c: Describe in detail how the applicant will set the expectation that students will participate in the corresponding AP exam(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Throughout the planning, recruitment, and training phases of this grant project, the expectation that taking the corresponding AP exam for the AP courses they are enrolled in will be established for students, their parents, and their teachers. The two will be presented as one entity and embedded as such in the culture of the program.

Preparation for the test will be provided throughout the course and additional tutoring and test preparatory sessions will be held to ensure all students can approach the exams with confidence. In addition, the benefits of taking the exams even if the highest score is not achieved will be discussed.

Students will take the exams at no cost to alleviate any potential financial burden.

If there are any individual concerns with students regarding their confidence level or willingness to take the exam, these will be addressed immediately through student-teacher conferences, parent-teacher conferences, and/or individual counseling sessions with the counselor and students or parents.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2d: Describe in detail how the applicant will recruit and retain highly-qualified teachers for AP course(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teachers who will teach the AP Biology, AP Calculus and AP Spanish courses are all current teachers at Poth ISD or Falls ISD. Two of the five teachers already have successful experience teaching an AP course. The other three have requested to teach the courses and committed to participate in the required College Board AP Summer Institutes, mentoring program, and online community forum in addition to participating in student recruitment and PLCs as part of the regional hub. These teachers know their students, including their strengths, needs, and aspirations and have experience navigating challenges in their respective districts. Because these teachers teach multiple levels, they also can prepare their students for the rigor of an AP course prior to the year when the students will take the course.

These AP teachers will be retained through the creation and cultivation of a district and campus career and college readiness culture that supports their work and celebrates its value. They will be provided with continuing opportunities to grow professionally and to serve in leadership and mentor roles. Because the administrators, counselors, and AP Coordinators will also engage in College Board training, they will provide the needed support for teachers to succeed in their efforts through effective master schedules, dedicated time to plan, opportunities to collaborate, and provision of needed materials. The opportunity to develop collegial relationships through regional PLCs will also create a community of support beyond the school walls.

The teachers who will provide the virtual courses are vetted through the TXVSN to ensure they have the necessary credentials, expertise, and skills. The TXVSN ensures there is always a highly-qualified teacher to teach each course offered.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2e: Describe in detail how the applicant will provide initial and ongoing professional development to AP teachers through training, coaching, and mentoring opportunities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AP teachers in Poth ISD and Falls City ISD will participate in the following professional development activities:

- College Board AP Summer Institutes
- College Board AP Mentoring Program
- College Board Online AP Communities
- District-based training and coaching provided by the College Board Director for State and District Partnerships
- Coaching by experienced AP teachers
- Participation in a regional PLC that meets quarterly
- ESC-20 training and coaching
- ESC-20 College and Career Readiness Forum
- Opportunities to become mentor teachers in the College Board AP Mentoring Program

These activities will be funded through coordinated funds to include grant funds, local funds, and TEA reimbursements. Dedicated time will be provided for these teachers to participate in these professional development activities and they will be ongoing after the life of the grant.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2f: Describe in detail how the applicant will allocate staff time to ensure the success of AP courses and facilitate AP exam administration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The master schedule will prioritize the opportune scheduling of the AP courses so that the staff are provided with dedicated time to teach and plan for the courses, including setting up labs, tutoring students, and providing test-prep sessions. Administrators, counselors, and AP courses will be trained by the College Board to recognize the time needs of staff who have taken on the challenge of teaching these rigorous courses and will have opportunities to collaborate with colleagues in the regional hub.

During the planning phase of the grant, demands for staff time to make the program successful will be analyzed, and counselors, administrators, and teachers will collaborate to design schedules that meet those demands. An open forum for continued conversation will be established. Because all staff at the high school will engage in training and planning around establishing an effective advanced academic and college and career readiness culture, they will also support the program.

AP exams will be prioritized on specified testing dates. Staff schedules will be adjusted as needed to ensure proctors have no responsibility other than to administer exams and the AP Coordinator is dedicated to supporting the administration.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2g: Describe in detail how the applicant will recruit students to enroll in new AP course(s), include the projected number students to be served by the grant during each year of implementation as well as the projected number students impacted by grant services over time. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Recruitment sessions will be held for all students beginning in the fall of 2017 for courses that will be taught in the 2018-2019 school year to inform them of the benefits of AP curriculum and to motivate and prepare them for the challenge. Recruiting will also take place in each high school teacher's classroom as teachers discuss the programs with their students, encourage them to challenge themselves with advanced academic content, and aid with preparation. Athletic and academic UIL coaches, band directors, and other extra-curricular coaches who have established relationships with students will also encourage students to consider the courses.

Students will have the opportunity to hear from and ask questions of their peers who have taken advanced academic courses. There will also be question and answer sessions with the teachers of the courses.

Counselors will conduct one-on-one and small group counseling sessions with students as they develop and review their high school graduation plans and college and career aspirations to explain how these courses will enable them to meet their goals.

The College Board will provide recruitment materials such as brochures and pamphlets and access to online information about the AP courses offered.

The projected number of students to be enrolled in each course during the life of the grant is 7 per course. During the first year of the grant, 3 courses will be offered for a total of 21 participating (note that this total will be impacted by the number of students who may take more than one course), and during the second year of the grant 9 courses will be offered for a total of 63 participating students (minus the number students who take more than one course). The number of students served by the grant, however, will be much greater than just the number of students who take the AP courses. The training provided to all teachers, support staff, and administrators in the high schools and the district will impact the rigor of curriculum, advising, and the college and career readiness culture to benefit all students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950

Amendment # (for amendments only):

TEA Program Requirement 2h: Describe in detail how the applicant will market the AP purpose and benefits to students and parents/guardians. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information sessions will be held for parents/guardians beginning in the fall of 2017 for courses that will be offered during the 2018-2019 school year to inform them of the benefits of their child's participation in a rigorous AP courses. The College Board will provide informational materials to be used during these sessions such as pamphlets, brochures, and instructions to access online information. When possible, college recruiters will speak to the value of AP courses on a student's transcript during the college admission process in addition to the potential of credit hours being awarded based on exam scores.

Counselors will conduct sessions (individual and group) to review students' graduation plan and plans after high school and discuss how participation in advanced academics could add value to both.

Parents will have the opportunity to hear from the teachers of the courses regarding expectations and suggestions for parents to help students manage a rigorous course load.

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On this date:

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how the applicant intends to promote sustainability and access to quality advanced academics opportunities because of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This project builds in multiple opportunities for teachers to develop mentoring, coaching, and collegial relationships with peers and experts that will continue to provide support after the life of the grant. The regional PLCs created during the grant period will continue so that teachers can share best practices, lesson plans, and practical suggestions so that all can continue to improve their craft. Teachers will continue to attend the College Board Summer Institutes supported by coordinated funding and leveraging reimbursement opportunities such as that which the TEA currently offers to provide reimbursement for AP teachers to attend College Board AP Summer Institutes every two years. Some College Board trainings such as those for counselors and coordinators and the Online AP Forums are no cost. ESC-20 and a PK-16 collaborative in San Antonio also provide low to no-cost trainings in topics related to advanced academics including an online forum. The current partnership between ESC-20 and the College Board will continue and expand during the grant period and will provide ongoing support after the life of the grant.

Students will be better prepared for success in advanced academic courses as all teachers in the high school become familiar with AP processes and content during the school-wide trainings provided through the grant. The number of students who take AP courses and those who succeed on AP exams will increase and will provide the opportunity for peer mentoring of new AP students.

Many materials that are non-consumable will continue to be used after the grant, and coordinated funding will continue to provide for the purchase of consumable and aging materials.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 4: Charter school district applicants and applications that include charter schools as part of an SSA must clearly demonstrate how they will serve students within rural district attendance areas outlined in the eligibility list. All other applicants may leave this response blank. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.



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By TEA staff person:

eWritten Agreement Template	
County-district number or vendor ID: 015950	Amendment # (for amendments only):
Written Agreement Template. Applicants must complete one copy of this page for each agreement between the fiscal agent and the partner organization that will help manage the daily operations of the program, or partners that are involved in the development or implementation of the program (ex: a local ISD acts as the fiscal agent but contracts out the daily management operations of the program to a CBO). Fiscal agents who will oversee all aspects of the grant, but partner with outside organizations for services such as activities, etc. are not required to provide written agreements. Please note that each agreement must contain the original signature for each authorized official. Duplicate this page as required.	
Name of Organization that will serve as the Fiscal Agent:	Education Service Center, Region 20
Name of Partner Organization:	Falls City Independent School District
Describe the roles and responsibilities of each organization.	
<p>Education Service Center, Region 20 (ESC-20) will serve as the fiscal agent for a regional collaborative to expand access to advanced academics. ESC 20 will manage the program budget, report expenditures, and maintain program and fiscal documentation as required by the Texas Education Agency. In addition, ESC 20 will lead and provide support for program implementation.</p> <p>Falls City Independent School District (Falls City ISD) will implement an Advanced Placement (AP) program by offering one AP course during the 2017-2018 school year and four AP courses during the 2018-2019 school year. Falls City ISD staff will attend all required trainings and meetings described in the application, conduct recruitment efforts to recruit students to take the AP courses and exams, conduct parent information sessions, and participate in quarterly meetings, PLCs, and evaluation sessions held within a regional hub.</p>	
Provide a breakout of the costs for the services to be provided by the partner organization.	
<p>Services provided by ESC-20 include:</p> <ul style="list-style-type: none"> • Leadership by a program specialist (\$47,234) • Professional contracted services to include AP exam fees, tuition fees for students, and teacher mentors (\$15,350) • Course materials (\$2,824) • Other operating costs to include registration and travel for staff professional development and costs for recruitment and meetings (\$10,600) <p>ESC-20 will also collect \$5,817 in indirect costs.</p>	
Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.	
<p>Falls City ISD will provide required program needs, implementation, and evaluation data to ESC 20 per published timelines. ESC 20 will compile and report data to the Texas Education Agency as required. ESC 20 will ensure confidentiality of individual student data as required by FERPA and Texas Education Agency guidelines.</p>	
Fiscal Agent/Applicant Organization	Partner Organization
Name of authorized official: Dr. Jeff Goldhorn	Name of authorized official: Todd Pawelek
Title of authorized official: Executive Director	Title of authorized official: Superintendent
Signature: 	Signature: 
Date Signed: June 26, 2017	Date Signed: June 26, 2017

eWritten Agreement Template	
County-district number or vendor ID: 015950	Amendment # (for amendments only):
Written Agreement Template. Applicants must complete one copy of this page for each agreement between the fiscal agent and the partner organization that will help manage the daily operations of the program, or partners that are involved in the development or implementation of the program (ex: a local ISD acts as the fiscal agent but contracts out the daily management operations of the program to a CBO). Fiscal agents who will oversee all aspects of the grant, but partner with outside organizations for services such as activities, etc. are not required to provide written agreements. Please note that each agreement must contain the original signature for each authorized official. Duplicate this page as required.	
Name of Organization that will serve as the Fiscal Agent:	Education Service Center, Region 20
Name of Partner Organization:	Poth Independent School District
Describe the roles and responsibilities of each organization.	
<p>Education Service Center, Region 20 (ESC-20) will serve as the fiscal agent for a regional collaborative to expand access to advanced academics. ESC 20 will manage the program budget, report expenditures, and maintain program and fiscal documentation as required by the Texas Education Agency. In addition, ESC 20 will lead and provide support for program implementation.</p> <p>Poth Independent School District (Poth ISD) will implement an Advanced Placement (AP) program by offering two AP course during the 2017-2018 school year and at least four AP courses during the 2018-2019 school year. Poth ISD staff will attend all required trainings and meetings described in the application, conduct recruitment efforts to recruit students to take the AP courses and exams, conduct parent information sessions, and participate in quarterly meetings, PLCs, and evaluation sessions held within a regional hub.</p>	
Provide a breakout of the costs for the services to be provided by the partner organization.	
<p>Services provided by ESC-20 include:</p> <ul style="list-style-type: none"> • Leadership by a program specialist (\$47,234) • Professional contracted services to include AP exam fees, tuition fees for students, and teacher mentors (\$15,350) • Course materials (\$2,825) • Other operating costs to include registration and travel for staff professional development and costs for recruitment and meetings (\$10,600) <p>ESC-20 will also collect \$5,817 in indirect costs.</p>	
Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.	
<p>Poth ISD will provide required program needs, implementation, and evaluation data to ESC 20 per published timelines. ESC 20 will compile and report data to the Texas Education Agency as required. ESC 20 will ensure confidentiality of individual student data as required by FERPA and Texas Education Agency guidelines.</p>	
Fiscal Agent/Applicant Organization	Partner Organization
Name of authorized official: Dr. Jeff Goldhorn	Name of authorized official: Paula Renken
Title of authorized official: Executive Director	Title of authorized official: Superintendent
Signature: 	Signature: 
Date Signed: June 26, 2017	Date Signed: June 26, 2017